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**STUDENT BEHAVIOR WITH AND WITHOUT PRINCIPAL'S
PRESENCE IN THE CAFETERIA SETTING**

**A Project
Presented to
The Graduate Faculty
Central Washington University**

**In Fulfillment
of the Requirements for the Degree
Master of Education
Public School Administration**

**by
Derek Raymond O'Konek**

May, 2012

ABSTRACT

STUDENT BEHAVIOR WITH AND WITHOUT PRINCIPAL'S PRESENCE IN THE CAFETERIA SETTING

by

Derek Raymond O'Konek

May 2012

The relationship between the number of student referrals in the cafeteria and whether or not the principal was present during the infractions was being studied. The data were taken from two lunches at three different schools. The first lunch contained approximately 150 second and fourth grade students, while the second lunch had about the same number of third and fifth graders. During the study, the referral data and the principal's presence were recorded. The principal of each school randomly supervised the two lunches so that kids would not be able to catch on to his/her attendance patterns. The results supported the hypothesis that the number of referrals will decrease when the principal is present.

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CHAPTER I

INTRODUCTION

With implementations such as No Child Left Behind and State Standardized Tests pressures, schools today face many challenges meeting academic standards. Joel Spring speaks to the pressure of No Child Left Behind by saying, “test data are used to determine which schools are making adequate yearly progress” (page 217). According to the U.S. Department of Education, 95 percent of students enrolled in a school must participate in the assessments on which adequate yearly progress (AYP) is based. Those schools who fail to meet AYP two years in a row are put on an improvement plan and parents must be allowed the choice to have their children attend another public school in the district. This can create many problems for principals. Thomas Sergiovanni found that “One in three principals says implementation of No Child Left Behind is the most pressing issue he or she is facing” (page 44). Schools that are struggling meeting these standards need to find ways to improve student learning. One way to help increase student achievement is to limit the amount of behavior problems in the school. Poor academic performance is directly related to delinquency in students (Maguin and Loeber, 1996). Research shows that students who frequently misbehave tend to achieve lower academic levels. It is vital for schools to decrease discipline issues in order to ensure that the maximum amount of student learning is taking place.

Gregory Fabiano (2008) identifies the cafeteria setting as a common place where misbehavior frequently occurs. The study being conducted consists of three different elementary schools. The student behavior during two different lunches at each school will be examined. When the students misbehave, they receive a referral from one of three paraprofessionals who

supervise each lunch. After the students receive the referral, they often have to explain to their teacher what had happened, which takes away time from the learning process for that student, as well as the others in the class. As stated earlier, students who misbehave generally do not do as well in the classroom (Maguin and Loeber, 1996). At one school the paraprofessionals who supervise the lunches have tried a positive behavior management system where each class would earn points, and after so many points the class would be able to sit where they wanted. After a few weeks of trying this, the paraprofessionals reported that behavior problems were not improving. What can be done to improve student behavior? A principal must provide extra supervision in this setting to help alleviate this problem. The purpose of this study is to compare the number of student discipline referrals in the cafeteria without the principal being present to the number of student discipline referrals in the cafeteria with the principal being present. The research question being investigated is: **Will data support that a principal's presence in the cafeteria improves student behavior?** There are other adults (paraprofessionals) in the cafeteria during lunch, but if students see that the principal makes his/her presence in the room frequently, student behavior will improve and the number of referrals will decrease.

DEFINITION OF TERMS

Alpha level- In statistics, the probability of making a Type 1 error.

Referral - Students who were breaking the rules of being safe, respectful, and/or responsible would receive this form and take it home to their parents to sign and return (copy of referral form in Appendix A).

Paraprofessional - Educational assistants employed by the school to help and supervise students.

Adequate Yearly Progress (AYP) - The measure by which schools, districts, and states are held accountable for student performance.

T-test – A test that returns the probability of a value to occur.

T-critical – The cutoff between accepting or rejecting the hypothesis.

T-stat – A measure of how extreme a statistical estimate is.

CHAPTER II

LITERATURE REVIEW

INTRODUCTION

Schools today are faced with a wide variety of problems. Some of these problems include attendance issues, academic deficiencies, and behavior problems of students. According to Joel Spring, a major political goal of schooling is for students to learn to obey the law by obeying school rules (2012). Schools in which misbehavior is continuously problematic are not meeting this goal. These students who keep getting into trouble by breaking the rules often times maintain the same habits into adulthood. Spring quoted Horace Mann saying, "Train up a child in the way he should go, and when he is old he will not depart from it" (page 29). School personnel need to help instill the importance of following the rules in our children so that they can be successful later on in life.

One problem that continues to give schools trouble is the behavior of students in the cafeteria setting. As discussed further in this literature review, student misbehavior leads to decreases in student learning. As a building administrator, it is his/her job to maintain a positive school climate that is conducive to learning. The administrator must alleviate unnecessary misconduct exhibited by students. A principal's visibility can reduce such problems and increase student learning. This chapter will discuss how principal visibility, discipline and student achievement, and an internal locus of control can increase student learning (Cooper and Findley 1983).

PRINCIPAL VISIBILITY

There are many critical attributes of a successful principal. One such attribute that can help foster a positive school culture is being visible. First, what is school culture? School culture can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community (Stolp and Smith 1994, page 1). Looking at this definition, three words stand out to me: norms, values, and beliefs. What is perceived at the school to be as a normal everyday routine? Do kids find it normal to see the principal in the classroom setting, recess setting, as well as the lunchroom setting? What do the principal, teachers, paraprofessionals, etc. value at the school? Is student learning the most important value? And last, what are the beliefs of the school personnel? Do they believe in developing relationships and trust with all staff and students? Answering such questions can help determine if the school has a positive school culture. Leslie J. Fyans, Jr. and Martin L. Maehr (1990) surveyed 16,310 fourth, sixth, eighth, and tenth grade students from 820 public schools in Illinois, and they concluded that students are more motivated to learn in schools with strong cultures. Isn't student learning what every school values and believes in? The students in Illinois flat out said they are more motivated to learn when there is a strong school culture. It is the principal's role to help develop and maintain this school-wide culture. According to Stolp (1994), "The most effective change in school culture happens when principals, teachers, and students model the values and beliefs important to the institution" (page 4). Stolp added that the actions of the principal are noticed and interpreted by others as what is important. If a principal does not model what he/she values and believes, then the staff and students will not know what is expected of them. For example, take a look at the lunchroom. If a principal does not think behaving well in the

lunchroom is just as important as in the classroom, students will know it. A principal needs to be able to push the paperwork aside and make himself/herself visible in all areas of the school. By making oneself visible and enforcing consistent expectations, whether it be in the lunchroom, at recess, or the classroom, students will know what the principal values. This is a big step in creating a positive school culture. Oliver, Oxener, Hearn, and Hall conducted a study on the effects of proximity on students with behavior disorders in 2001. Their findings support the motivation theory in that adult proximity can increase appropriate student behaviors, such as being safe, respectful, and responsible. Since many discipline problems exist in the cafeteria setting, a principal should be physically present in this setting to prevent these behaviors from happening. An effective school that demonstrates appropriate student behaviors has a principal who is visible to the stakeholders.

Being visible does not simply mean that students “see” you around the school. It involves many things such as building relationships and interacting with staff and students. A study was done on middle school students along the Central Coast of California by Gentilucci and Muto in 2007. The focus of the study was to note what students liked about their previous/current principals. Two of the most common principal behaviors identified were maintaining visibility around the school and frequently interacting with students. “The students perceived that high-influence instructional leaders positively influenced students’ academic achievement not only by their visibility but also by their efforts to make themselves available around campus to meet with students formally and informally to discuss academic and nonacademic matters. Students reported that this motivated them to “try harder” with their work” (Gentilucci & Muto, pages 11-12). Upon reviewing the results of the study, one can conclude that students want to know their adult leader. Parents, teachers, and students do not want an administrator who sits in the office

all day, attends meetings, and just talks with teachers and other staff members. Rather, they want to develop a type of “relational trust” with that person. Bryk and Schneider (2002) studied numerous case studies in Chicago to look at the relationship between “relational trust” and student achievement. They defined relational trust as the social exchanges in schools defined by respect, personal regard, competence in core role responsibilities, and personal integrity. A principal can build this relational trust with students through positive interactions with them in the classroom, hallways, lunchroom, recess, etc. After analyzing the studies, they concluded that building relational trust had a positive impact on student learning. May, Sirinides, and Supovitz (2009) add that “Trust and collaboration point directly to the cultural heart of the school organization, and many studies identify principals as a central shaper of their schools’ culture” (page 7). When there is a trusting and collaborative environment between students, teachers, and the principal, the school culture is conducive to student learning. A visible principal not only can improve the school culture, but can decrease student discipline problems and improves upon communication among all stakeholders in the community (Keesor, 2005).

Looking at the cafeteria specifically, Fabiano (2008) identified another elementary school that was having extremely high referral rates in the cafeteria. Fabiano noted that in contrast to the classroom, these settings provide the opportunity for increased peer interaction and socialization. Students do need the chance to interact with one another and socialize, however, the acceptable way to socialize needs to be modeled as well. When behaviors are not modeled, students often feel that they can act however they want. One student mentioned if the staff doesn’t care, then why should the students (Fabiano, 2008)? She was referring to behavior expectations in the lunchroom. This student’s school may not have valued positive lunchroom behavior, as it did not seem to be of importance to that student and there were numerous discipline issues that occurred.

Furthermore, the school is not teaching the students character education. No Child Left Behind addressing character education specifically in stating that “A school committed to character development stands for the values, defines them in terms of behaviors that can be observed in the life of the school, models these values, studies and discusses them, uses them as the basis of human relations in the school, celebrates their manifestations in the school and community, and holds all school members accountable to standards of conduct consistent with the core values” (Spring, page 39). Principals must take charge in adopting a system of core values for their school to abide by. Once the values are established, communicating and modeling them to students is vital. It also needs to be clear to students that these values are expected everywhere, not just in the classroom. Since the misbehavior is generally occurring in the cafeteria, an effective principal would be physically present in this setting to ensure that the children knew the expectations. A principal’s visibility, as defined above, would have a positive impact on a school.

DISCIPLINE AND STUDENT ACHIEVEMENT

Research supports that the lower the rate of student misbehavior, the higher the quality of student academic performance (Verdugo & Schneider, 1999). Maintaining student discipline is essential to student achievement and a positive school culture. Whether the students are acting out in the classroom or outside the classroom (lunchroom, recess, etc.), it has a direct effect on student achievement. A program was implemented in an English speaking middle school in Puerto Rico aimed at reducing the amount of discipline referrals and increasing student satisfaction. The Ramey School population included students who were dependents of military personnel or civilian federal employees. After just one year the school district was able to reduce the amount of referrals through the implementation of their program by as much as twenty-six

percent. As the referral rate decreased, the academic scores of the students increased. Their scores on the Metropolitan Achievement Tests (MAT) for middle school students (6th-8th grade) increased on average by ten percent compared to the previous year (Hinman, 1992). A similar study was conducted by using the ISAT (Illinois Standards Achievement Test) in numerous 5th grade schools across the district (Thompson, 2006). Thompson found there was a negative correlation between ISAT test scores and discipline referral rates.

According to Lassen, Sailor, and Steele (2006), a different middle school in the Midwest implemented Positive Behavior Support into their school to reduce the amount of discipline referrals and see if it had an impact on student test scores on the Kansas State Assessment. During the three years that the program was implemented, referral rates dropped each year while reading and math scores on the standardized tests increased. The authors added that after surveying principals and teachers from this school, an average of 20-45 minutes of instructional time was lost every time a student received a referral due to the student having to leave the classroom, speak with the principal/teacher, and then return to class. If a student had ten referrals and each one took thirty minutes to process, that student would miss 300 minutes of instructional time. Not only does this affect that student's learning, but the other students in the school as well. An administrator who has to meet with every student for every referral loses time that could be spent in the classroom, lunchroom, or other areas of the school to promote the school culture and student learning. It would be hard for a principal like this to maintain the visibility that was discussed earlier.

A common goal of all schools is to prepare our students for the future. More specifically, Spring noted that "a major goal of education is to increase economic growth and prepare students for jobs in the global economy" (page 7). Students must leave school with the necessary skills to

succeed in the workforce. "Human capital theory," Spring continued, "contends that investment in education will improve the quality of workers, and, consequently, increase the wealth of the community" (page 81). Principals need to provide assurance that every student is provided with an equal educational opportunity so the community can prosper. Students who are misbehaving and are not receiving effective intervention strategies fail in receiving this opportunity because they are constantly in trouble, which in turn, decreases their chances of learning. Reducing referrals in a school is likely to produce a number of positive effects and result in overall improved functioning and performance (Lassen, Sailor, and Steele).

LOCUS OF CONTROL

Locus of control can be defined as a personality trait that represents the extent to which people believe the rewards they receive in life can be controlled by their own personal actions (Lefcourt, 1976). In the education setting, those who are said to have an internal locus of control believe their behaviors or academic performances are within their own control. Students with an internal locus of control, who get into trouble or do poorly on a test, would place the blame on themselves rather than on somebody else. If the same students did well on a test, they would attribute the achievement to their hard work and studying habits. On the other hand, students with an external locus of control do not take responsibility for their own actions. Rather, these students blame others, such as teachers or their peers, for their failures. Even if these students did well on a test, they would consider it "luck." Parents and teachers need to shift our students' mindsets in the direction of them taking responsibility for their own actions in order for them to obtain an internal locus of control.

As stated previously, research supports that students who continue getting in trouble show a decline in academic performance. Constant failure in spite of continued attempts at educational tasks leads to an external locus of control. Further, a high external locus of control, in turn, leads to a lack of motivation toward studying and school in general (Bender, 1995). If a student then continues to misbehave and struggle in school, he/she will develop an external locus of control and will become unmotivated to learn. A building administrator who is visible can mitigate behavior problems, help instill an internal locus of control in children, and increase student learning.

SUMMARY

Today's society demands that our students meet the standards when it comes to testing time. It is difficult to meet these standards when students are misbehaving constantly. Studies have shown that there is a relationship between a positive school culture and student achievement, as well as lower referral rates and student achievement. This study is designed to see if the number of referrals will decrease when the principal is present in the cafeteria setting.

CHAPTER III

METHODS

INTRODUCTION

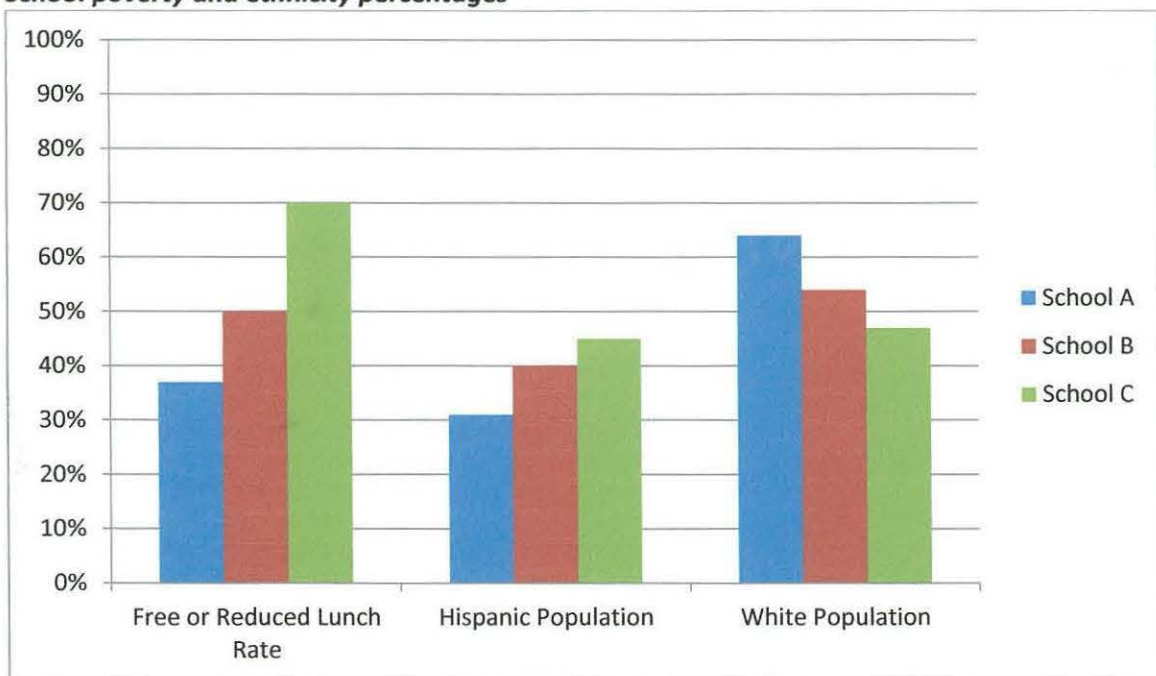
This study was designed to support that the number of referrals will decrease when the principal is present in the cafeteria. Due to the high volume of behavioral problems in the cafeteria, it was deemed necessary to analyze the referral data between the days the principal was present and the days the principal was absent in that particular setting. In order to support the hypothesis that the number of referrals will decrease when the principal is present, a sample from three different schools in the district was taken.

SAMPLE AND SETTING

The sample size consisted of three different elementary schools in Moses Lake, Washington, grades kindergarten through fifth grade during an eight-week period. At each school there are three different lunch periods. One lunch period has first graders only, one lunch period has second and fourth grade students, and one lunch period has third and fifth grade students. The referral data for the first grade lunch was not included due to the fact that all three principals did not feel this particular age level had behavioral issues in the lunchroom. Instead, the focus was on the two other lunches at each school. The schools used three paraprofessionals as the primary supervisors of every lunch and, on certain days, the principal as well. Each lunch period lasted twenty minutes and had approximately 150 students in the cafeteria. These lunches included all of the students from both grade levels except for the Life Skills students. The two dominant cultures of students in School A were White (64%) and Hispanic (31%), while the free or reduced lunch rate was 37%. School B contained the same two major cultures (White-54%

and Hispanic-40%) with a free or reduced lunch rate of 50%. Finally, School C consisted of a population composed of 45% Hispanic and 47% White, with a free or reduced lunch rate of 70% (Table 1). The principal of School A is going on her fourth year of experience at this facility, the principal of School B has been a principal for eight years, but this is his first year at the school, and the principal of School C has had ten years of experience; however, this is his first year at this building because it is a brand new school.

Table 1
School poverty and ethnicity percentages



PROCEDURES

The three schools utilized an all-school discipline program which reinforced the “Three Be’s:” Be Safe, Be Respectful, and Be Responsible. Each school underwent Positive Behavior Interventions and Support (PBIS) training to incorporate a positive behavior reinforcement system across all settings in the school. Students and staff were trained on what types of behaviors were acceptable, as well as those that were unwelcome. Students who were “caught

being good” received verbal praise, positive behavior tickets, and/or recognition at school assemblies. In addition to these rewards, students who adhered to the rules in the cafeteria were also rewarded by being allowed to sit by their friends on certain days of the week. On the other hand, the students who misbehaved would receive a referral from a paraprofessional and would have to have a conference with their teacher, principal, and/or parent depending on the severity of the committed offense.

All three principals affirmed that an ongoing problem in the school was the behavior of students in the cafeteria. The principals also admitted they were not consistently present in the lunchroom on an every-day basis. In order to support that there was a relationship between the principal’s presence and the number of referrals, a procedure was created to keep track of this data.

Upon entering the cafeteria, students at each school would either go into the school lunch line or if they brought their own lunch from home, would head straight to their assigned table. Each individual classroom was designated to its own table. Students were allowed to sit wherever they wanted at their own classroom’s table. While students were eating, they were not allowed to get up from their seats without permission from an adult. Adult supervision consisted of three paraprofessionals who monitored student behavior as they ate. If the paraprofessionals needed to speak to the whole lunchroom, they carried a microphone to make sure all students could hear them speak in such a social setting. To encourage proper behavior, the classes could earn a point each day of the week by exhibiting good conduct. The classes who earned four points in a week could sit wherever they wanted during lunch on Friday’s. Students who chose to misbehave, however, received a referral for breaking one of the “Three Be’s” and jeopardized

their classroom's chances of sitting by friends at the end of the week. All referrals were written by one of the paraprofessionals and sent to the main office to process.

Since this study was to analyze the number of referrals with and without the principal's presence, the principals agreed to be present at these two separate lunches on a random basis. For example, one week the principal might have been present in the lunchroom on Tuesday, Thursday, and Friday, while another week the principal might be there on Monday and Wednesday. The goal of this study was to have the principal be in the cafeteria on random days so that students could not catch on to a "routine" portrayed by the principal. To ensure an equal representation of the data, the principals were present in the lunchroom the same number of days they were absent. While the principal was present, he/she supervised the students just as the paraprofessionals did. To keep track of the days the principals were present, a calendar was developed for them to identify whether or not they were in the lunchroom on each day for the eight-week trial (Appendix B).

To analyze all of the information, a t-test was run to determine if the principal's presence (independent variable) had an impact on the mean number of referrals (dependent variable) given to students. As mentioned earlier, the hypothesis stated that the number of referrals will decrease when the principal is present.

Due to the fact that these schools already kept track of the number of referrals and this study was only analyzing the number of referrals at the given lunch times, the Central Washington University Human Subjects Review Office confirmed that this research did not identify students directly or indirectly and that it was secondary analysis of archival data (Appendix C).

CHAPTER IV

RESULTS

Recall that the purpose of the study was to see if the principal's presence had a positive impact on student behavior in the cafeteria. Data were measured and recorded during the months of November and December for School A, while they were recorded from March to April for Schools B and C.

Although the three schools differed in ethnicity and socioeconomic status, all of them showed similar results. During the schools' measurement period, there were thirty consecutive school days the study was administered. The third grade and fifth grade lunch at School A had a total number of twenty-nine referrals. Every single one of the referrals occurred on days the principal was absent from the lunchroom. School A's second and fourth grade lunch had a total number of five referrals where the principal was present three of the days and absent on two of them. The mean referral number for both lunches combined with the principal being absent was 0.52, which was numerically higher than the mean referral number for both lunches with the principal present at 0.05 (Table 1). The difference between the mean scores of the two variables was 0.47.

School B also showed there were more referrals when the principal was absent compared to when he was present. During the third and fifth grade lunch, there were twenty-eight referrals when the principal was not there, but only twelve when he was there. The second and fourth grade lunch had split data resulting in five referrals given when he was present and five of them given when he was absent. Altogether, School B's mean referral data when the principal was absent was 0.55, while the mean referral data when he was present was 0.28 (Table 1). The mean

referral number with the principal absent was doubled compared to the mean referral number with the principal present.

Finally, School C showed similar results. The third and fifth grade lunch tallied thirty-three referrals, only four of which occurred when the principal was present. School C's second and fourth grade lunch accumulated a total of thirteen referrals, whereas just two of them were when the principal was present. Combined, the school's mean referral data was 0.67 when the principal was absent and 0.1 when the principal was present (Table 2). The difference in mean scores of the variables was 0.56.

Table 2

Mean referral data of schools with and without principal's presence

	Not Present	Present
School A	0.52	0.05
School B	0.55	0.28
School C	0.67	0.1
Combined	0.58	0.14

Regardless of the differences in the schools' ethnicity and poverty percentage levels, the mean data of all the schools suggests there is a difference in the number of referrals when the principal is absent compared to when the principal is present. The question is whether the data has statistical significance or not. To test for significance, a one-tailed t-test was created (Table 3). The t stat value, 3.66, $p < 0.001$, is greater than t Critical, 1.65, which indicates the statistical significance of the relationship between the independent and dependent variables. The findings from the three schools support the hypothesis that the principal's presence (independent variable) can reduce the number of referrals (dependent variable).

Table 3***Schools' combined referral data with and without principal's presence*****t-Test: Two-Sample Assuming Equal Variances**

	<i>Not Present</i>	<i>Present</i>
Mean	1.155555556	0.288889
Variance	4.784519351	0.275156
Observations	90	90
df	178	
t Stat	3.655207362	
P(T<=t) one-tail	0.000169014	
t Critical one-tail	1.653459126	

CHAPTER V

DISCUSSION

The study was administered due to the behavioral problems in Moses Lake schools, specifically in the cafeteria setting. The design of the study was to test if a principal's presence can alleviate some of these behavior problems. In order to obtain this information, the referral data of two lunches from three different schools and if the principal was present or not, was analyzed. The data collected supported the hypothesis that the number of referrals will decrease when the principal is present.

After analyzing the results of this study, there are some implications to consider. Since behavior problems tend to exist in more informal areas such as the cafeteria, why isn't the principal present more often? The research shows that simply being present and supervising in such a setting can reduce the number of behavior problems. As discussed earlier, reducing these behavior problems leads to an increase in student learning (Verdugo & Schneider, 1999). The goal of every school system is to maximize student learning. Having a visible principal can help foster a positive learning environment for these students.

Many factors could limit the generalizability of these findings. One such limitation could be whether the paraprofessionals in each lunch have the same expectations of student behavior. Some of the paraprofessionals may let students get away with certain behaviors and not take any disciplinary action on them. Other paraprofessionals, on the other hand, may be very strict and hand out an abundance of referrals. It would be beneficial for a school to ensure each member on the staff is consistent with the expectations of student behavior and that the consequences unilaterally match the behavior.

Another limitation is the study analyzed three schools within the same district and the students were the same age. A school in the urban areas of New York City may have different demographics and dynamics that may lead to different results. At the same time, a high school cafeteria could have shown different data than these elementary schools as well.

RECOMMENDATIONS

A suggestion for further research would be to see if the principal's presence could also improve student behavior in other non-instructional areas. Recess and hallways are two examples of other problematic settings for student misbehavior. If the principal can have a positive effect on student behavior in the cafeteria, why couldn't this happen in these places also?

Another recommendation is to use different demographics from different parts of the United States. Samples could be taken from large and small urban and rural areas. Studies proctored in different parts of the country with different ethnicities and populations could help support the hypothesis that a principal's presence can improve student behavior and reduce the number of referrals.

Does the age of students have a factor on their behavior? This study was done on second, third, fourth, and fifth grade elementary students. Would a middle school or high school exhibit the same results?

CONCLUSION

In conclusion, a principal's presence plays a huge factor in student behavior. Students who see the principal tend to change their behavior for the better. Whether it is fear of the principal or sheer respect for him/her, the behavior improves drastically. As mentioned in the

literature review, when students are well-behaved, they also perform better in the classroom.

This study adds to the literature on how principal visibility can reduce problem behaviors and increase student learning.

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Sage Point Office Referral Form



- Be Safe
- Be Respectful
- Be Responsible

Name:		Location	
Date:	Time:	<input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Sidewalks <input type="checkbox"/> Bathroom <input type="checkbox"/> Bus <input type="checkbox"/> Parent Pick Up	<input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Music <input type="checkbox"/> PE <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other: _____
Teacher:			
Grade: K 1 2 3 4 5			
Referring Staff:			

Problem Behavior	Possible Motivation	Action Taken
Minor (Processed by Teacher) <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Deliberate Physical Contact <input type="checkbox"/> Defiance/Non-Compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Property Misuse <input type="checkbox"/> Other: _____	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult(s) <input type="checkbox"/> Avoid Task or Activity <input type="checkbox"/> Other: _____	* Teacher processes MINOR issues * Administrator processes MAJOR issues <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference w/ Student <input type="checkbox"/> Parent contact w/ Who? _____ Date: _____ Time: _____ In Person / Phone Call / Sent Home Paperwork / Mailed Home Paperwork <input type="checkbox"/> Referral to Counselor <input type="checkbox"/> Out of school suspension Days: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Think Time
Major (Processed by Administrator) <input type="checkbox"/> Abusive Language <input type="checkbox"/> Fighting/Physical Aggression/Assault <input type="checkbox"/> Overt Defiance <input type="checkbox"/> Harassment/Teasing/Threats <input type="checkbox"/> Chronic Disruption <input type="checkbox"/> School Property Destruction <input type="checkbox"/> Other: _____	*Teachers track number of minor referrals. 3 Minor referrals in one month= 1 Major referral.	
<u>What Happened?</u> 		

Others Involved in Incident			
<input type="checkbox"/> None	<input type="checkbox"/> Staff	<input type="checkbox"/> Substitute	<input type="checkbox"/> Teacher
<input type="checkbox"/> Unknown	<input type="checkbox"/> Peers		

Parent Signature	Student Signature	Teacher Initial	Administrator Initial

November 2011

SUNDAY		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY
				1 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	2 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	3 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	4 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	5
6		7 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	8 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	9 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	10 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	11 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	12
13		14 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	15 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	16 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	17 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	18 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	19
20		21 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	22 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	23 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	24 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	25 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	26
27		28 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	29 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N	30 2&4 Lunch Present? Y / N	3&5 Lunch Present? Y / N					



CENTRAL WASHINGTON UNIVERSITY

March 12, 2012

Derek O'Konek
815 South Evergreen Drive
Moses Lake WA 98837

Dear Mr. O'Konek:

Thank you for submitting an HSRC Decisional Checklist for your study, *Principal's Presence and the Number of Referrals in the Cafeteria Setting*. The information as submitted was screened according to the policies of CWU and the provisions of applicable federal regulations. Your research involves secondary analysis of archival data. Since these data will be provided to you in a form that does not allow identification of subjects, either directly or indirectly (e.g., by demographics or a coding system), it is deemed to be research that does not involve human subjects as defined by the federal regulations. As such, you have fulfilled your obligation to communicate with this office and this research project will no longer be within the purview of this office.

Derek, thank you for consulting with the HSRC regarding your research project. Members of the Committee appreciate your commitment to upholding the ethical standards for the protection of human subjects. If we can be of any further help, please let us know.

Sincerely,

Ruth Ann Stacy
Human Protections Administrator

c: HSRC File (H12034)
Dr. Leo D'Acquisto, HSRC Chair
Dr. James Pappas, Faculty Sponsor
Office of Graduate Studies and Research

Please note:

The signature has been redacted due to security reasons

Human Subjects Review Committee Office

400 East University Way . Ellensburg WA 98926-7401 . Office: 509-963-3115 . Black Hall 225-17 . Fax: 509-963-1064 . Web: www.cwu.edu/~hsrc

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